Chapters 1 UBD

In chapter one of Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Joy McTighe the authors give you a brief introduction on what Understanding by Design and Differentiated Instruction’s are and how and they are part of many classes today. The book states that the primary goal of Understanding by Design is “delineating and guiding application od sound principles of curriculum design” The main focus for Understanding by Design is “what we teach and what assessment evidence we need to collect” (pg 2). Whereas Differentiated Instruction’s main focus is “whom we teach, where we teach, and how we teach” and the primary goal is” ensuring that teachers focus on processes and procedures that ensure effective learning for varied individual” (pg 3). The chapter explains what Axioms and Corollaries are and how the interact with UbD and DI’s way of teaching. The axioms are associated with Understanding by Design and the corollaries with Differentiated experience. The end of the chapter gives you scenarios that make it very easy to understand the different axioms and corollaries of teaching.

I personally liked how this chapter was set up. I like how it presented the information, first by explaining the what and then explaining how to incorporate all of it together. The way that different axioms and corollaries were worded was hard for me to understand. Although the scenarios that went along with those made it much clearer as to what the certain axions and corollaries really were and how to incorporate them into a classroom setting.

Chapter 2 UbD

The beginning of chapter two starts out with provided us to the centrals of teaching. The main focus’ as teachers is “what we ought to teach-what we want students to know, understand, and be able to do. Another important focus that we need to remember is whom we are teaching. We need to remember that students although alike in many ways, are all different. The main idea of this chapter is to learn about the variance of students. They proceed to explain different situations in which kids vary in the meaning behind certain actions. The overall explanation is that not all of your kids are going to be trying to find the ins and outs of math or reading, but to try and find themselves and where they belong. For most kids the importance of a teaching is not only to teach them the different subjects but always be an individual that they think cares about them and their abilities. The end of the chapter gives you examples on how the teacher can connect to all of their students without making it seem that way. Some examples are building positive relationships with your students, positive climate in the classroom matters, how “interest ignites motivation to learn, and many more. Differentiation is also mentioned in the later part of the chapter with examples of how teachers can provide variance in teaching. They book mentions how it’s important to get to know your students, having them engage in group sharing and readings, engaging students in challenges, having them be able to express ideas individual to each student, providing assessments that are not necessarily graded, varying expressions in which you teach and many more. The importance of incorporating all these ideas in your curriculum design is essential to communications “to real human beings in the power of knowledge”.